

SAN DIEGO MESA COLLEGE

Enrollment Management

From Vision to Action:
**Strategies for Enacting the Strategic
Enrollment Management Plan**

President's Cabinet Retreat

May 7, 2024

VPI Isabel O'Connor

Donna Budzynski

Ailene Crakes

Vice President of
Instruction:
Dr. Isabel O'Connor



SEMP SMARTER Goals and Actions

Strategic Enrollment Management Plan

- 45 Actions identified in 22/23
- Began implementation of Plan 23/24
- Three-year plan



Smarte Goal Examples

Actions	Alignment with Existing Plans/Initiatives		Responsible	Goals/ Deliverables/Assessments	Year		
	*Mesa 2030	*Mesa Pathways			23-24	24-25	25-26
Development of Continuing Education recruitment for related credit programs	PP 4	2	Outreach, Curriculum Chair, Deans	Conduct Mesa visits for CE students. Increase curriculum coordination between Mesa and CE faculty. Build seamless pathways from CE to Mesa which are reflected on our website.	X	X	X

*The abbreviations in the Mesa 2030 column above correspond to the Goals: Completion (Comp), Pathways and Partnerships (PP), Community (Comm), Stewardship (St), Scholarship (Sc); the number is the SO# of that goal

Smarte Goal Examples

Actions	Alignment with Existing Plans/Initiatives		Responsible	Goals/ Deliverables/Assessments	Year		
	*Mesa 2030	*Mesa Pathways			23-24	24-25	25-26
Conduct campus survey regarding scheduling practices/tools; evaluate survey feedback and develop evidence-based, best practices for campus scheduling	Comp 1,2 St 3	1, 3	Full group	Administer survey regarding use and effectiveness. Develop a list of evidence-based, best practices/recommendations. Implement needed scheduling changes.	x	x	x

Implementation and Project Management

- Committee classified goals and actions
- Committee prioritized goals and actions
- Workgroups formed and began work
- Committee monitoring progress



Classification of Goals and Actions

Two broad categories:

- Actions that the Committee itself would work on.
- Actions groups outside the Committee would work on.
 - ✓ Committee members in these groups will report back

- Actions the Committee would work on were highlighted in aqua.
- 15 Committee actions were identified this way.
- No highlight color for future actions (year 2 or 3)

A) Strategic Scheduling of Classes

Actions	Alignment with Existing Plans/Initiatives		Responsible	Goals/ Deliverables/Assessments	Year		
	*Mesa 2030	*Mesa Pathways			23-24	24-25	25-26
Form a focus group for Review of Scheduling Time Blocks	St 3	1, 3	District, Enrollment Management Work Group	Gather data on time block usage. Update scheduling time block document (previous document is over 10 years old).		x	x
Coordination of class schedules within and between departments	St 3	1, 3	Deans, Chairs	Identify which depts could/should work on schedule coordination. Formation of workgroups with representatives from those dept.	x	x	x
Increase short-term courses where pedagogically appropriate and where student demands are	St 3	1, 3	Deans, Chairs	Increase the number of short-term courses in the schedule. Increase scheduling flexibility.	x	x	
Increase number of Dual Enrollment courses with SDUSD partners	PP 2	1, 3	Dual Enrollment dean, Dean, Chairs	Coordinate with high schools to design intentional pathways leading to certificates. Increase the number of college credits completed while in high school.	x	x	x
Conduct campus survey regarding scheduling practices/tools; evaluate survey feedback and develop evidence-	Comp 1,2 St 3	1,3	Full group	Administer survey regarding use and effectiveness. Develop a list of evidence-based, best practices/recommendations. Implement needed scheduling changes.	x		

Actions that groups outside the Committee would work on were highlighted in green.

D) Student Services

Actions	*Mesa 2020	*Mesa Pathways	Responsible	Goals/ Deliverables/Assessments	23-24	24-25	25-26
FAFSA and CADAA Step by Step Support/Workshops available every week throughout the year	Comp 1,4	2	Student Services/Financial Aid	Increase the number of applications. Increase the number of students that receive financial aid which will then impact the Funding formula.	x	x	x
Promote degree completion by sharing employment outcomes for their area of study	Comp 2	1,2,3	Counseling, Mapper, Guided Pathways.	Map of programs to employment outcomes for counselors to share with student		x	x
Educational Gala/Registration Days.	Comp 1,2,3	1,2,3,4	Counseling, Chairs, Dean of Student Development, VPI, VPSS, Faculty	In-Reach Scheduled Event that is planned and institutionalized for each year. Computer set up in high traffic areas (Student Services, Quad, MS Building). Faculty from instruction and student services available to help students select classes and register early.	x	x	x
Increase the number of Student Support Services that participate in Welcome Week.	Comp 1,2,3	2	Student Affairs	Increase student participation in Student Support Services.	x	x	x
Increase the amount of outreach workshops and promotions for Mesa Foundation Scholarships	Comp 4	3	Student Affairs & Mesa College Foundation	Increase in the number of applicants that apply for scholarships	x	x	x
Work with outreach to coordinate pre-reg	PP 2, Comp 2,3	2	Counseling, Outreach, and EOPS	Increase the number of students who are ready to register on their assigned date. Increase the number of	x	x	x

Updates to the SS SMARTE Goals (highlighted in pink)

Actions	*Mesa 2030	*Mesa Path ways	Responsible	Goals/ Deliverables/Assessments	23-24	24-25	25-26
FAFSA and CADAA Step-by Step Support/Workshops available every week throughout the year	Comp 1,4	2	Student Services/Financial Aid	Increase the number of applications. Increase the number of students that receive financial aid which will then impact the Funding formula.	X	X	X
Promote degree completion by sharing employment outcomes for their area of study.	Comp 2	1,2,3	Counseling, Mapper, Guided Pathways.	Map of programs to employment outcomes for counselors to share with student Development of Maps to support the implementation of Mapper began in February 2024 with the mapping of the associate degree for transfer (ADTS) in February 2024. Projected completion of this work mid fall of 2024		X	X
Educational Gala/Registration Days.	Comp 1,2,3	1,2,3,4	Counseling, Chairs, Dean of Student Development, VPI, VPSS, Faculty	In-Reach Scheduled Event that is planned and institutionalized for each year. Computer set up in high traffic areas (Student Services, Quad, MS Building). Faculty from instruction and student services available to help students select classes and register early.	X	X	X

<p>Increase the number of Student Support Services that participate in Welcome Week.</p>	<p>Comp 1,2,3</p>	<p>2</p>	<p>Student Affairs</p>	<p>Increased student participation in Student Support Services.</p> <p>The number of information tables available at the Mesa 60th Anniversary during SP24 Welcome Week event was significantly higher with a total of 60 tables offering on campus and off campus resources.</p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>Increase the amount of outreach, workshops and promotions for Mesa Foundation Scholarships</p>	<p>Comp 4</p>	<p>3</p>	<p>Student Affairs & Mesa College Foundation</p>	<p>Increase in the number of applicants that apply for scholarships – Goal Met</p> <ul style="list-style-type: none"> <input type="checkbox"/> EOPS, CARE, NextUp, FAST Scholars, Rising Scholars, STAR TRIO, Dreamer Resource Center, CalWORKs, Avanza, and the Stand will offer scholarship assistance workshops to support students from these programs. <input type="checkbox"/> Our outreach efforts were significant this year as we elevated our promo. This year we created individual marketing flyers for every scholarship. Student Affairs sent those individual marketing flyers to the academic departments and student services departments that the scholarship pertained to. We also sent the marketing promo on Mesa Journeys which reached out to 17,000 registered Mesa Students. 	<p>X</p>	<p>X</p>	<p>X</p>

<p>Work with outreach to coordinate pre-reg workshops at the high schools and SDCCE students prior to priority deadline and implement REG-FEST for New High School Students, Affinity Groups, and by Academic Career Pathways</p>	<p>PP 2, Comp 2,3</p>	<p>2</p>	<p>Counseling, Outreach, and EOPS</p>	<p>Increase the number of students who are ready to register on their assigned date. Increase the number of abbreviated education plans of incoming high school students and SDCCE.</p> <p>Counseling leads have met with outreach to work on an onboarding timeline for pre-registration workshops at the high school and on campus. Workshops are offered year-round, however, with an increase in March and will continue through May.</p> <p>RegFEST are planned for the month of May</p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>Counseling Liaisons Work with Instructional Programs to discuss curriculum/program modifications</p>	<p>Comp 1,2,3, PP 1</p>	<p>3</p>	<p>Instructional and Counseling Faculty</p>	<p>Decrease the number of Petition for major modifications need by students for submission improving timely degree completion.</p> <p>Several Counseling faculty have presented to CRC (Curriculum Review Committee) to being discussions about streamlining Liberal Arts Degrees from 30 to 8 Liberal Arts degrees. This potential change supports the increase in degree completion and minimizes petitions for major modifications.</p> <p>With the program of Culinary Arts, which underwent major curricular changes, the counseling liaison has worked with the chairs of the program to support a business practice so those students who are ready to graduate 23-24 academic year can do so without having graduation petitions canceled due to changes in course units and course content.</p>	<p>X</p>	<p>X</p>	<p>X</p>

Actions	*Mesa 2030	*Mesa Pathways	Responsible	Goals/ Deliverables/Assessments	23-24	24-25	25-26
Sustain the delivery of Counseling Hotspots via remote and face-to-face	Comp 1,2, Comm 1	3	General/TCE Counseling Department Classified Professionals and Counseling Faculty	<p>Increase the number of student contacts in various parts of the campus. Improve students' pathways to educational completion as defined by the student.</p> <p>Hotspots are offered in the Exercise Science building (second floor), LRC-STEM Center, Veterans Success Center, Honors Classroom, twice a week, Black Student Success Week, STEM new semester orientations, International Student orientation week, Weekly remote and in person hotspots for Mesa Promise students.</p>	x	x	x
Increase the awareness around the process of Applying for Graduation with Apply for Graduation Workshops, email communications, and classroom presentations	Comp 1,2,3	1,2,4	Evaluations staff, counseling faculty, peer advisors	<p>Increase the number of students earning a degree and/or certificate of achievement.</p> <p>Assess by graduation survey, commencement surveys, faculty feedback.</p> <p>Graduation Application Support Workshops have been coordinated by the Office of Evaluations with a Counselor present to support students with this process:2024 Dates February 6, 7 March 12, 13 April 23, 24</p>	x	x	x

Actions	*Mesa 2030	*Mesa Pathways	Responsible	Goals/ Deliverables/Assessments	23-24	24-25	25-26
Simplify process for clearing prerequisites for incoming freshmen (HS graduates)	PP 5	2,3	Admissions, Counseling, Assessment, Math and English Faculty, District	Process developed. Assessed by data on successful enrollment of transfer level Math and English.	x	x	
Reduce processing time for approval of Veterans worksheets	Comp 1, Comm 1	2,3	Veteran Services Team	<ul style="list-style-type: none"> Assess by monitoring data on processing times. Assign specific staff members to process student emails and inquiries Save documentation to a shared file where team can access Reallocation of additional time provided to the VA counselor for reaching out to military-affiliated students Increased focus and time designed to reviewing courses to ensure that students are following their approved coursework of study Assign school certifying officials to work on specific chapters 	x		
Revitalization of the in-person Veterans Orientation	Comp 2, 3, Comm 2	1	Veteran Services Team	Availability of in person veterans' orientation.	x	x	x

Actions	*Mesa 2030	*Mesa Pathways	Responsible	Goals/ Deliverables/Assessments	23- 24	24- 25	25-26
<p>Increase the frequency of requesting a data pull of currently enrolled DEI Mesa students who do not have a Comprehensive Education Plan on file. And outreach to the students to complete a plan in the current semester.</p>	Comp 1,2,3	3	General Counseling Faculty	<p>Increase time to completion so student enroll in courses need to complete education goal and increase student enrollment during their appointment registration period.</p> <p>Increase the number of education plans and increase graduation and transfer rates for Mesa's DEI students.</p> <p>KAPWA, and UMOJA have extended efforts students of both these affinity groups to meet with counselors for an education plan.</p> <p>Work on a larger scale has paused as more efforts have shifted to supporting students who need to appeal for their financial aid, which is the next activity identified below.</p>	x	x	x

Actions	*Mesa 2030	*Mesa Pathways	Responsible	Goals/ Deliverables/Assessments	23- 24	24- 25	25-26
<p>Strengthen the collaboration with Financial Aid and General Counseling to outreach students on FA appeals to complete or update their comprehensive education plan</p>	<p>Comp 1,2,3,4, PP 1</p>	<p>3</p>	<p>General Counseling faculty, Financial Aid</p>	<p>Increase the number of approved student financial appeals. Increase the persistence, retention and completion rate of those students whose financial aid appeals are approved.</p> <p>Outreach to 1,118 students enrolled for Spring 2023 have been invited to make a counseling appointment for their FA education plan. Of the 1, 118 students contacted, 878 students represented are considered disproportionately impacted. By the end of May of 2024, a follow-up report will be available to see how many students from this group were served.</p>	<p>x</p>	<p>x</p>	<p>x</p>

Actions	*Mesa 2030	*Mesa Pathways	Responsible	Goals/ Deliverables/Assessments	23-24	24-25	25-26
<p>Increase number of Transfer Center Classroom Visits and develop Transfer partnerships with Affinity groups, categorical programs and DI populations/organizations.</p>	Comp 1,2	1,2,3	Transfer Center	<p>Increase the number of contacts with faculty and students to educate both groups on the transfer process through partnerships with campus programs and email contacts.</p> <p>Collaborate with DRC on AB 540 registration event for local transfers in spring of 2024-done.</p> <p>Partner with BSU to host events during Black Students success week. Transfer Transitions and Decoding Financial aid (also partner with financial aid)-done</p> <p>In reach to students in during Spring 2024 semester through Transfer Tuesday email 900 students 40% open rate.</p> <p>Partner with VSC for Transfer Cafes 3 events in Spring of 2024-on going</p> <p>Coordinate Fall 2024 application workshops with with DRC, EOPS, DSPS, VSC and student organizations. Secure calendar summer 2024</p> <p>Outreach to faculty ongoing 1 visit in spring. Campus emails send 1 permonth.</p>	x	x	x

EM Committee Potential Priority Actions 23/24

Scheduling **Professional Development** **Data/District** ***Overlap**

1. Coordination of class schedules within and between departments
2. Increase short-term courses where pedagogically appropriate and where student demands are
3. Increase number of Dual Enrollment courses
4. Conduct campus survey regarding scheduling practices/tools; develop evidence-based, best practices for campus scheduling.
5. Review practices that maximize FTES by maximizing weekly contact hours.
6. Review Room Prioritization
7. Conduct a scheduling audit
8. **Annually review regional demographic forecasting, specifically changes in the age of Mesa's service area population.*
9. **Educational Gala/Registration Days*
10. Provide a broader understanding of enrollment management concepts and shared language across the college.
11. Develop and offer training for deans and chairs for EM tools and how they can be used for schedule builds to maximize FTES
12. Classified Professional Development for Retention of students
13. Review procedures for students with minor class time schedule overlaps.
14. Collaborate with the District to develop predictive EM tools that forecast enrollment trends, FTES, and assist with schedule builds.
15. Provide key scheduling personnel (VPI, deans, directors, chairs) access to additional enrollment data (i.e., daily, longitudinal enrollment by section level)

More highlighting!

The 15 Committee Actions were grouped by type.

The Committee then discussed which actions would be prioritized for work in 23/24.

Prioritized Actions 23/24– Initial List

- Agreement between SDCCD and Mesa Enrollment dashboards
 - Scheduling Survey and analysis: Scheduling best practices
 - Increase short-term courses where pedagogically appropriate and where student demands are
 - Increase number of Dual Enrollment courses
 - Training for deans and chairs for EM tools and how they can be used for schedule builds to maximize FTES
 - Provide a broader understanding of enrollment management concepts and shared language across the college.
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Fall 2023 Actions

- Dashboard agreement:
 - Adriana Caetano Fournier and Donna Budzynski
 - Scheduling Survey and initial analysis
 - Leslie Shimazaki, 22/23 Orange Team, Donna Budzynski, EM Committee
 - Formation of workgroups
-

Dashboard Agreement

FALL 2023	SDCCD DASHBOARD	MESA DASHBOARD
Headcount	19347	19346
Enrollment	46635	46631
FTES	5619	5620
FTEF	380.6	378.8
Productivity (FTES/FTEF)	14.76	14.84



Scheduling Survey

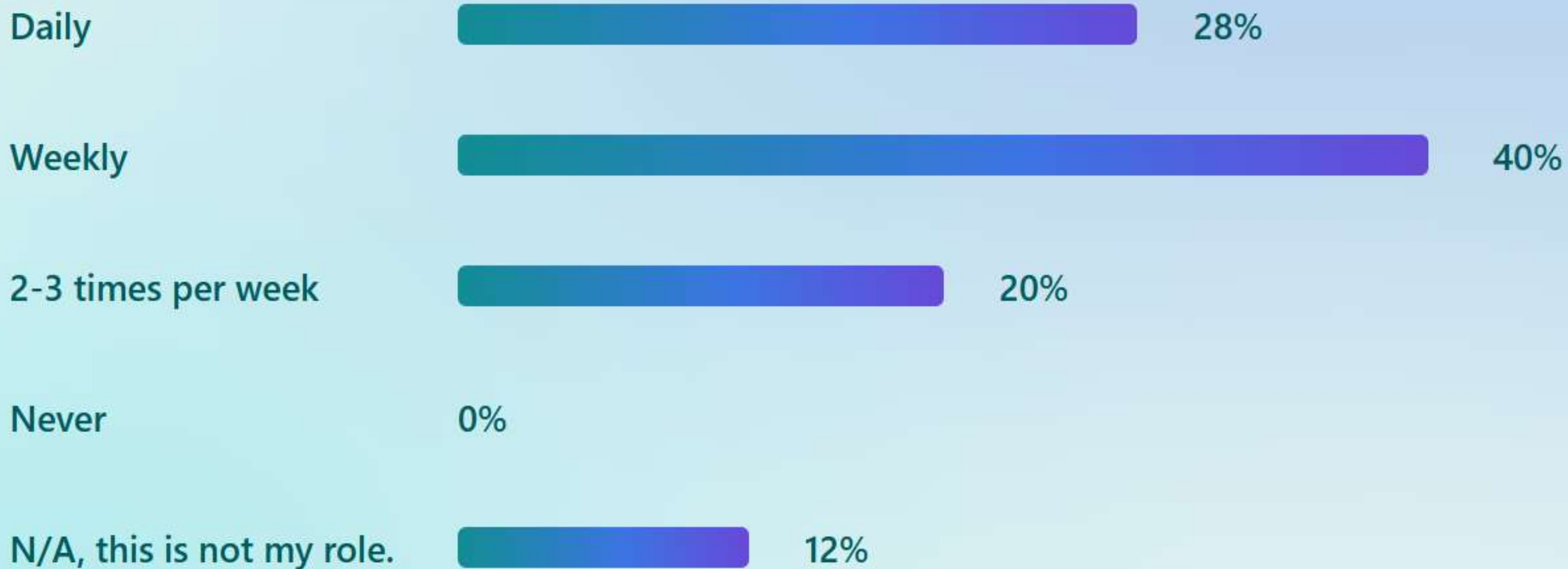
- 25 people completed the survey, mainly chairs and deans
- 30 questions, some free response
- Link to view responses:

<http://tinyurl.com/Sp24MesaEM>

How do you decide how many sections of each class will be offered? (Select all that apply.)



During OPEN ENROLLMENT, how often do you review and monitor the schedule to check status of classes and waitlists?



How does your areas determine the size of waitlists? Please share any specific waitlist strategies that you employ to help manage enrollment.

"We have standard waitlist sizes, and we have not really played with these. This is something we can look at, going forward. "

"The waitlist size has been the same since I have been chair so I do not know how they were developed. "

"I start with a low waitlist (3) and expand (7) when all the sections are full for that specific course."

"I am unsure. We typically operate with an arbitrary waitlist cap of 10 students. "

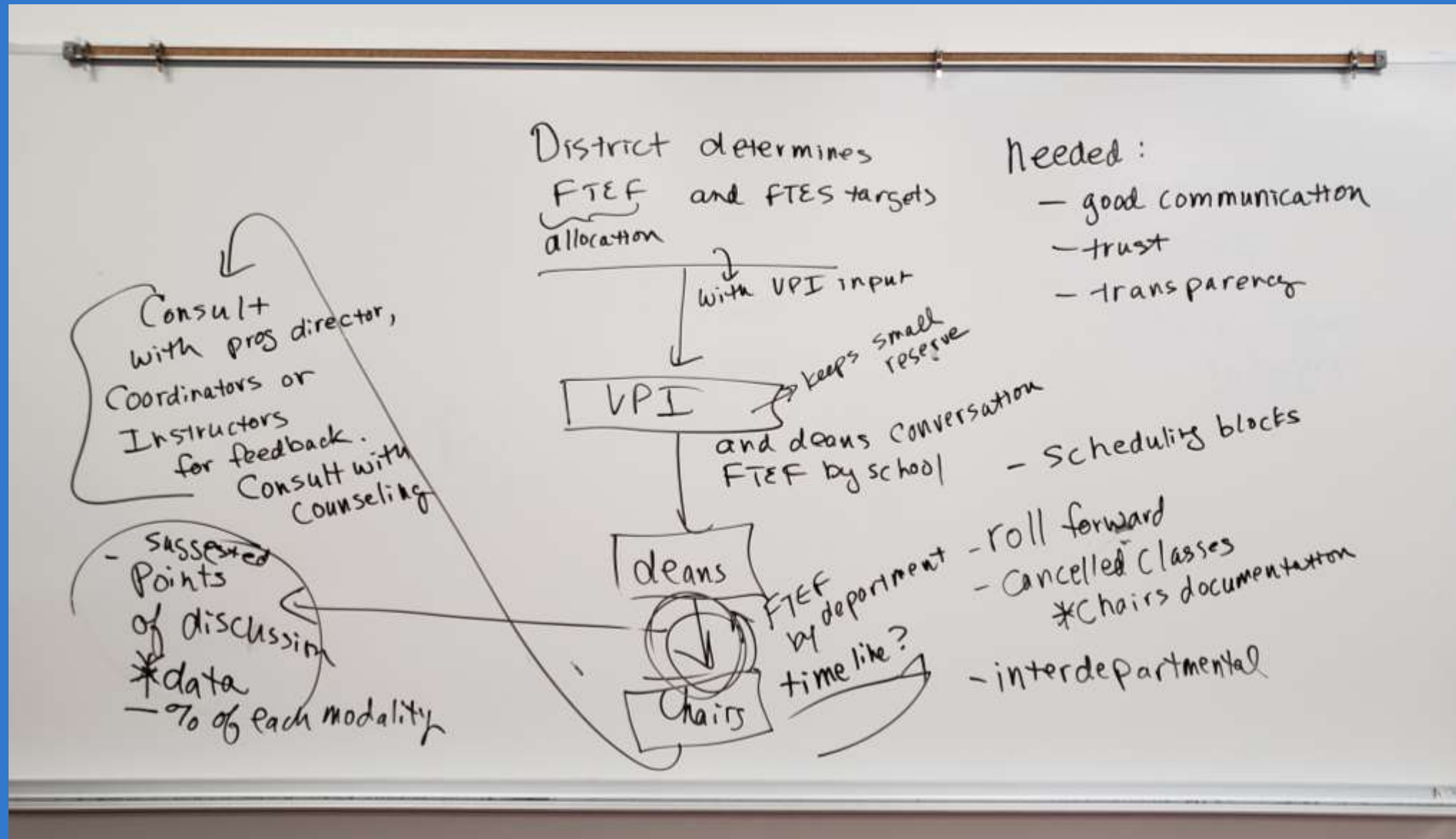
Workgroups Formed

1. Develop a best practices document for schedule planning and development by first reviewing responses to the scheduling survey conducted in the fall. *Lead: Donna Budzynski*
 2. Increase number of dual enrollment courses *Lead: Linda Hensley*
 3. Increase short term courses where pedagogically appropriate and where there is student demand. *Lead: Ailene Crakes*
 4. Provide a broader understanding of EM concepts and shared language across the college. *Lead: Ryan Shumaker*
 5. Develop and offer training for deans and chairs for EM tools and how they can be used for schedule builds to maximize FTES. *Lead: Mary Toste*
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Workgroup Kickoff

Feb 2024



Schedule Planning & Development

- Lead: Donna Budzynski
 - Participants: Amanda Johnston; Michael Harrison; Veronica Gerace; Sue Saetia; Janue Johnson; Todd White; Nathan Resch; Isabel O'Connor
 - Deliverable: Using info from Scheduling Survey results, develop a flowchart and guide for anyone involved in scheduling to help navigate the scheduling process.
 - Timeline: First draft: May 2024; Continue in Fall 2024
 - Bring in deans and admin assistants
-

Schedule Planning & Development Plan Excerpt

7.1 Monitoring Enrollment

1.Scheduling chair monitors by query. Approximately daily during enrollment

2.Chair creates spreadsheet from query (see attached example)

1.Allows for customization and notetaking

2.Color coding, notes, reminders for next term.

3.More easily shareable (instructors, etc.)

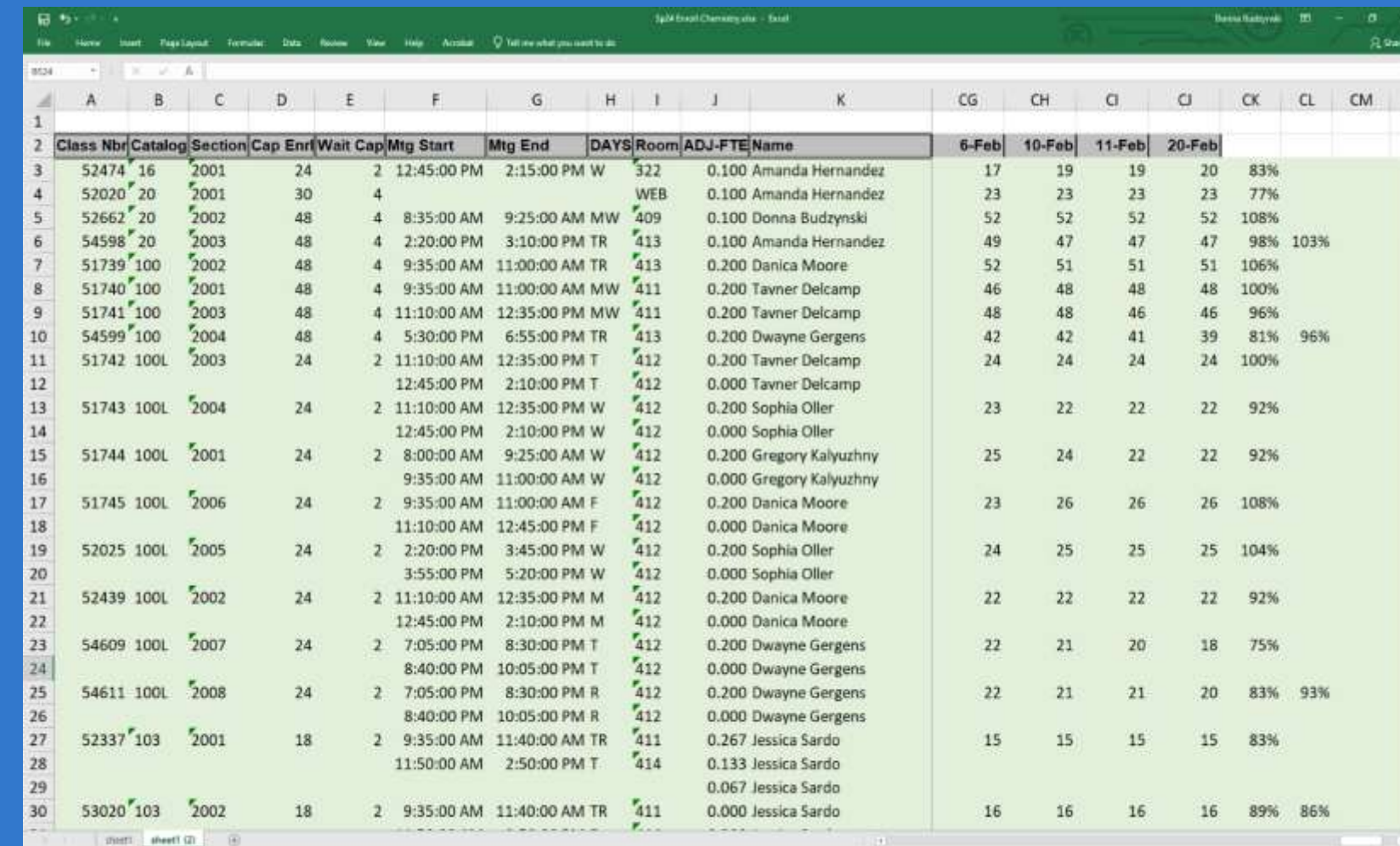
4.See trends during the semester and as compared to previous semesters.

5.Monitor rate of fill

6.Compare to other colleges

7.Use with roll forward to schedule next semester

8.Kept for historical trends, notes, etc.



Class Nbr	Catalog	Section	Cap	Enr	Wait Cap	Mtg Start	Mtg End	DAYS	Room	ADJ-FTE	Name	6-Feb	10-Feb	11-Feb	20-Feb		
52474	16	2001	24	2	12:45:00 PM	2:15:00 PM	W	322	0.100	Amanda Hernandez		17	19	19	20	83%	
52020	20	2001	30	4				WEB	0.100	Amanda Hernandez		23	23	23	23	77%	
52662	20	2002	48	4	8:35:00 AM	9:25:00 AM	MW	409	0.100	Donna Budzynski		52	52	52	52	108%	
54598	20	2003	48	4	2:20:00 PM	3:10:00 PM	TR	413	0.100	Amanda Hernandez		49	47	47	47	98%	103%
51739	100	2002	48	4	9:35:00 AM	11:00:00 AM	TR	413	0.200	Danica Moore		52	51	51	51	106%	
51740	100	2001	48	4	9:35:00 AM	11:00:00 AM	MW	411	0.200	Tavner Delcamp		46	48	48	48	100%	
51741	100	2003	48	4	11:10:00 AM	12:35:00 PM	MW	411	0.200	Tavner Delcamp		48	48	46	46	96%	
54599	100	2004	48	4	5:30:00 PM	6:55:00 PM	TR	413	0.200	Dwayne Gergens		42	42	41	39	81%	96%
51742	100L	2003	24	2	11:10:00 AM	12:35:00 PM	T	412	0.200	Tavner Delcamp		24	24	24	24	100%	
					12:45:00 PM	2:10:00 PM	T	412	0.000	Tavner Delcamp							
51743	100L	2004	24	2	11:10:00 AM	12:35:00 PM	W	412	0.200	Sophia Oller		23	22	22	22	92%	
					12:45:00 PM	2:10:00 PM	W	412	0.000	Sophia Oller							
51744	100L	2001	24	2	8:00:00 AM	9:25:00 AM	W	412	0.200	Gregory Kalyuzhny		25	24	22	22	92%	
					9:35:00 AM	11:00:00 AM	W	412	0.000	Gregory Kalyuzhny							
51745	100L	2006	24	2	9:35:00 AM	11:00:00 AM	F	412	0.200	Danica Moore		23	26	26	26	108%	
					11:10:00 AM	12:45:00 PM	F	412	0.000	Danica Moore							
52025	100L	2005	24	2	2:20:00 PM	3:45:00 PM	W	412	0.200	Sophia Oller		24	25	25	25	104%	
					3:55:00 PM	5:20:00 PM	W	412	0.000	Sophia Oller							
52439	100L	2002	24	2	11:10:00 AM	12:35:00 PM	M	412	0.200	Danica Moore		22	22	22	22	92%	
					12:45:00 PM	2:10:00 PM	M	412	0.000	Danica Moore							
54609	100L	2007	24	2	7:05:00 PM	8:30:00 PM	T	412	0.200	Dwayne Gergens		22	21	20	18	75%	
					8:40:00 PM	10:05:00 PM	T	412	0.000	Dwayne Gergens							
54611	100L	2008	24	2	7:05:00 PM	8:30:00 PM	R	412	0.200	Dwayne Gergens		22	21	21	20	83%	93%
					8:40:00 PM	10:05:00 PM	R	412	0.000	Dwayne Gergens							
52337	103	2001	18	2	9:35:00 AM	11:40:00 AM	TR	411	0.267	Jessica Sardo		15	15	15	15	83%	
					11:50:00 AM	2:50:00 PM	T	414	0.133	Jessica Sardo							
									0.067	Jessica Sardo							
53020	103	2002	18	2	9:35:00 AM	11:40:00 AM	TR	411	0.000	Jessica Sardo		16	16	16	16	89%	86%

Increase # of Dual Enrollment Courses

- Lead: Linda Hensley
 - Developed and created the dual enrollment strategic plan
 - Timeline: June 2024
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Short-Term Courses

COUNSELOR FEEDBACK

8 WEEK SESSION

- CHIC 110A and 110B
- ACCT 116A and 116B
- MATH 104 and 141
- BLAS 100 and Chic 110A/B
- MATH 116 and 121
- ARTF 109 & 110

12 WEEK SESSION

- BIOL 160 for students completing Allied Health program prerequisites

Short-Term Courses

Workgroup Members: Cynthia Rico, Andrew Hoffman, Shana Carr, Linda Hensley, Leticia Diaz, Leslie Shimazaki

- January 22, 2024 – Sent message to all counselors
 - February 1, 2024 – Deadline to provide feedback on ST courses
 - February 2, 2024 – Report shared with SEM Committee Co-Chairs and workgroup members on discussion
 - The following list was created:
 - CHIC 110A and 110B
 - ACCT 116A and 116B
 - MATH 104 and 141
 - BLAS 100 and CHIC 110A/B
 - MATH 116 and 121
 - ARTF 109 & 110 (8 week sessions but not 8WK1 and 8WK2 in the same semester)
 - JAPN 101 and 102
 - SPAN 101 and 102
 - ECON 120 and 121
 - BUSE 119 and 140
-

Short-Term Courses

- The group discussed the following:
 - Current practices in the Allied Health program
 - Piloting some courses and perhaps reviving the Evening Olympians Program
 - Using simplified language that students can understand.
 - For example, Evening Olympians sounds like a program one must qualify for. Indicating that the classes will allow students to finish sooner and complete faster or stating that you can do the same amount of work in less time.
 - How are we defining short-term when there are several sessions available with different durations
 - Ensuring that courses do not overlap – for example, an 8 week should not overlap with a 10 week course
 - Revisit teaching at the high schools and the community like Mesa did in the past?
 - Ailene stated that the list will be shared with the SEM co-chairs and go from there. It will be up to the discipline chairs and deans to determine the feasibility of moving forward with scheduling
 - The group discussed piloting in the fall and creating a communication plan
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Broader Understanding of EM

- Lead: Ryan Shumaker
 - Goal: attending school meetings and other campus gatherings to continue education on Enrollment Management terms and concepts.
 - Timeline: Fall 2024/Spring 2025
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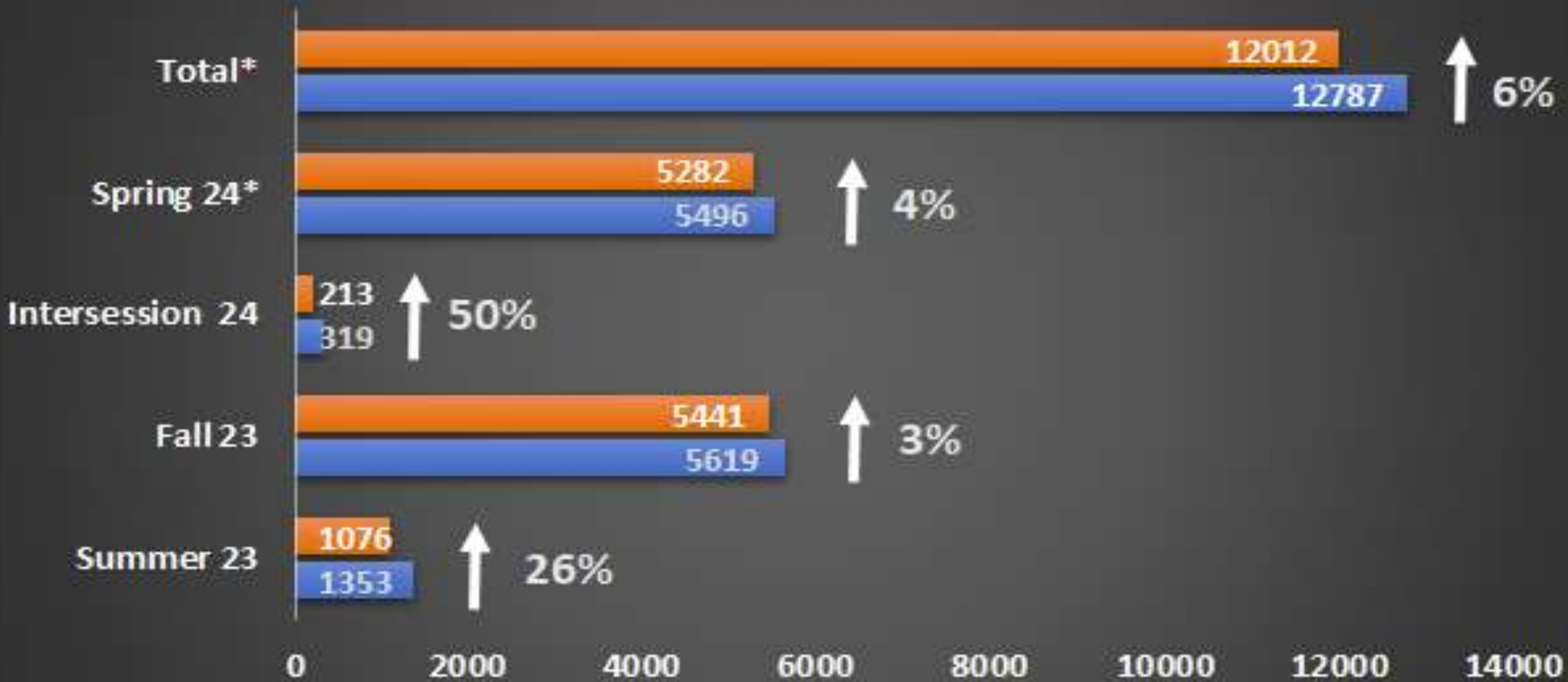
Training for Deans and Chairs

- Lead: Mary Toste
 - Participants: Andrea Leiman, Alison Mona, Ruth San Filipo, Jennifer Phelps, Simone Sherrard, Ken Kuniyuki, Jennifer Snyder, Nancy Cortes, Ivonne Alvarez
 - Deliverables:
 - Use current job aides on how to build many different types of classes to help create flow charts like “if this, then that”
 - Create “Are you a New Dept Chair?” Handbook with links to queries, dashboards, glossaries, important deadlines and why, etc.
 - Timeline: Fall 24 (work with Scheduling Workgroup)
-

EM 23/24 Recap:

- Committee formed Fall 23
 - Actions/goals reviewed, classified, and prioritized
 - Workgroups formed
 - Some actions completed, others in progress (3 year plan)
 - Importance of:
 - Adaptability
 - Keeping the focus on overall goals/ actions/progress
 - Project Management: Project leads/others reporting back
 - Accurate data
-

Target and Actual FTES by Term 23/24



*As of 5/7/24

Target Actual

Thank you!

Enrollment Management is on everyone's desk!

Co-chairs: VPI Isabel O'Connor, Donna Budzynski

Committee: Ailene Crakes, Monica Romero, Connie Renda, Cynthia Rico, Ivonne Alvarez, Janue Johnson, Jennifer Kearns, Jennifer Park, Jill Moreno Ikari, Leticia Diaz, Linda Hensley, Mary Toste, Michael Harrison, Roger Sanchez, Ryan Shumaker, Todd White, Adriana Caetano Fournier, Veronica Gerace, Hai Huang.